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ABSTRACT

The Special Education Vocational Education Program (SEVEP) is a program implemented by the Tucson Unified School District to bring area high school students with special needs together with cooperating employers. Eligible students are identified and pre-assessed regarding individual aptitudes, interests and needs. General instruction may include training in career decision-making skills, employability and social skills training, pre-entry development of specific vocational skills, and related instruction by a job development specialist. Subsequent on-the-job training involves extensive analysis and matching of job sites with student needs and abilities, as well as ongoing monitoring and re-evaluation by job development specialists and the completion of a training plan agreement specifying goals and responsibilities. Later support services include maintaining contact with the job development specialist and the provision of workshops, counseling and additional training as needed. Financial benefits to the employer include Targeted Job Tax Credits, wage subsidies from state and local agencies, and tax deductions for removal of architectural barriers. Other benefits include access to results of pre-screening and ongoing training support and technical assistance. The handbook identifies and gives corrective information for several popular misconceptions regarding handicapped people in the workplace. Appendices explain acronyms, define vocational terms, and list informational pamphlets and sources of job site accommodation assistance. (PB)

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TABLE OF CONTENTS

PREFACE. 1

INTRODUCTION. 2

SERVICES. 3

BENEFITS. 4

FICTION OR FACT. 7

SUMMARY. 9

APPENDIX. 11

Acronyms
Vocational Terms
National Employment/Training Information
Informational Pamphlets Sources
Job Site Accommodation Assistance

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PREFACE

This manual is dedicated to the employers who took a chance and made a difference in many students lives by providing them work opportunities. For those employees who have not worked with students with disabilities, it is hoped that this manual will provide the needed information and confidence for you to consider employing a student with a disability in the future.

Special thanks is also extended the following teachers and staff who contributed to the development of this manual:

Betsy Bounds, Ph.D., Executive Director of Special Education Services
Pat Treeful, Vocational Coordinator
Daniel M. Perino, Transition Coordinator
Mary Hinson, Job Developer
Virginia Posey, Ph.D., Project Consultant

INTRODUCTION

-Do you value fully trained and supervised employees?

-Do you want to save money in training costs?

-Do you want to become eligible for tax credits?

-Do you value a society of trained workers independent of federal subsidies?

You can make a difference by becoming a cooperating employer with the Special Education Vocational Education Program (S.E.V.E.P.) at Tucson Unified School District (TUSD). S.E.V.E.P. provides a service in the Tucson community for both the employer and the high school student.

The program is a cooperative education program that provides instruction and training for high school students with special needs. The employer shares the responsibility of training the high school student to become more employable in our competitive work community.

Participation in S.E.V.E.P. provides an employer with the following advantages:

* The student employee has been given instruction in the importance of good attendance and punctuality and how to interact positively with supervisors and co-workers. In addition, the student has usually been taught vocational pre-entry skills necessary for job success.

* The student employee has had an indepth vocational assessment of job interests, skills, and potential. The student's Job Development Specialist works closely with the student and employer to match the student's interests and skills with an appropriate job placement.

* The cooperating employer can be eligible for tax credits or wage subsidies. These financial incentives save the employer in training costs.

* The cooperating employer receives the satisfaction of enabling the student employee to develop and grow into a competent worker. The employer contributes to the student's becoming an independent member of society, thus adding to the annual tax contributions of our national economy.

SERVICES

S.E.V.E.P. is a cooperative educational training program that provides instruction and training for high school students with special needs, between the ages of 16 and 22 to enter competitive employment. The components of S.E.V.E.P. are as follows:

Student Selection:

-Identification of eligible students
-Referral by parent or teacher
-Vocational assessment of student's aptitudes, interests andabilities
-Individualized Vocational Education Program (IVEP) developed on basis of identified needs
-Placement in the program that may include coursework or On-the-Job Training (OJT).

Instruction may include:

-Career decision making skills
-Employability and social skills training
-Pre-entry vocational or pre-employment skill training
-Related instruction by a job development specialist.

On-The-Job Training

-Analysis of student's assessment information and IVEP needs
-Analysis of training stations/job sites
-Matching of student with appropriate job
-Training Plan agreement is completed specifying goals and responsibilities
-Monitoring provided by job development specialist
-Evaluation of student and training site.

Supportive Services may include:

-Ongoing contact and availability of job development specialist
-Vocational rehabilitation counseling provided to students having difficulty in job placement
-Employee workshops
-Provision of information on how to work with the student
-Additional training provided to student on identified areas of need.

The employer and job development specialist work closely together to maximize opportunities for student success.

BENEFITS

When hiring persons with handicaps, employers will gain direct and indirect benefits. These benefits can be grouped into three areas: financial, psychological, and job-related. The following discusses each of these areas and how they may effect your business.

The employer obtains the satisfaction of enabling the high school student to develop and grow into a competent and independent worker. To assist the employer in guiding and training young workers, financial incentives are available. They are as follows:

Financial Benefits

Targeted Job Tax Credits (TJTC) - This monetary incentive program allows employers to earn income tax credit by hiring people with handicaps from nine target groups who have had difficulty obtaining and retaining jobs. Under the Social Security Act, Section 1619, Work Incentives Demonstration Project, TJTC gives employers a tax break in the form of credits which are subtracted from the amount of federal income tax the business owes.

The employer may claim a credit of 40 percent of the first year's wages to $6000 per employee. A minimum employment period of 90 days or 120 hours is necessary before the employer can claim the tax credit. The paperwork is minimal. Employees are determined eligible for the TJTC program by completing a brief application form. Eligibility must be determined prior to the employee starting work.

In January of 1989 the extension of the TJTC expires. Currently members of both the House and Senate are being urged to renew the program. For further information on TJTC, you can contact the:

Arizona Department of Economic Security Job Service
97 East Congress
Tucson, Arizona 85701
Henry Granillo, Program Manager
Phone: 628-5428

Wage Subsidies are available from numerous state, federal, and private agencies within the Tucson community. The primary funding for wage subsidies comes from the federal government through the Job Training Partnership Act (JTPA). The funds allocated by this federal program are used to subsidize wages for both youths and adults. The length of subsidy, percentage of wages subsidized, and total amount varies depending on the employee and type of work. The Pima County JTPA Office has the primary responsibility for subcontracting the wage subsidy funding to several local agencies. For further information on contracting agencies and eligibility, please contact:

Pima County JTPA Office
4th Floor Health & Welfare Building
150 West Congress
Tucson, Arizona 85701
Phone: 792-8688

Tax Deductions for the Removal of Architectural Barriers - this tax credit incentive provides employers with technical and financial assistance for job modifications, environmental changes, and/or purchases of adaptive equipment.

When physical barriers interfere with job productivity, numerous programs and resource centers are available to assist employers in making a job site more accessible to people with handicaps. Businesses may take a one-time tax deduction of up to $35,000 for the removal of architectural or transportation barriers. For further information contact one of the following:

Arizona Department of Economic Security
Vocational Rehabilitation
4901 East 5th Street
Tucson, Arizona 85711
Chris Harmon
Phone: 628-5390

Disability Resource Center of Tucson
Independent Living Services
1023 North Tyndall Avenue
Tucson, Arizona 85719
Alois Wachoski
Phone: 624-6452

Architectural & Transportation Barriers Compliance Board
Switzer Building
330 C. Street, S.W. Room 1010
Washington, D.C. 20202
Phone: (202) 245-1591

Psychological Benefits

The second major benefit from employing persons with handicaps is the satisfaction of knowing you are making the difference in your employee's life. You are giving him or her a chance to demonstrate their skills, when others have not. Your involvement will increase community good will and add social responsibility to your public image. Additional psychological benefits to you and your staff are:

* Knowing you are helping students learn about working in the real world and providing job opportunities in a wider range of employment experiences;

* Minimizing failure situations by encouraging pursuit of new challenges and experiences in the world of work; and

* Providing a sense of dignity and self-worth, and the opportunity to become a self-sufficient tax paying member of the community.

Work Related Benefits

The third major benefit is work related. When you work with local schools and agencies to recruit employees with handicaps, much of the pre-screening, training and technical assistance can be completed as a complimentary service to your business. This helps to produce an efficient process of recruiting qualified applicants. As a result employers experience:

* increased job performance;
* stronger desire and commitment on the part of the employee to succeed on the job;
* greater employee job satisfaction;
* lower absenteeism rates;
* better safety records;
* greater job stability; and
* lower accident rates.

Fiction or Fact

The facts are people with handicaps are safe, reliable employees. It is understandable that employers who have not hired or experienced working with people with handicaps may be fearful or apprehensive about hiring or working around people with handicaps. Much of the fear or apprehension is the result of misinformation. Misinformation about employer associated costs, safety, performance standards, absenteeism, and social acceptance by co-workers.

As employers, it is your responsibility to insure that every person you hire will be an asset to your business. In the case of hiring a person with a handicap, questions such as the following are not unusual:

"Will the employee pose a safety problem?"
"Will my insurance rates be increased?"
"Will the person expect special treatment?"
"Will the person be chronically absent?"

The following facts will hopefully assist you to better understand the work history of people with handicaps and dispel any misconceptions.

Fiction	Facts
1. *Employees with handicaps are more expensive.*	Insurance rates do not increase when people with handicaps are employed. Workman's compensation rates are based on the type of work conducted and past accident record of the business, not the characteristics of the employees.
2. *Handicapped people are more accident prone than their non-handicapped co-workers.*	Employees with handicaps rate average or better in job safety when compared to non-handicapped co-workers. Fewer and less severe accidents occur involving employees with handicaps.
3. *Work performance of handicapped employees is substandard.*	Employees with handicaps are at least equal to their non-handicapped peers in quantity and quality of work.
4. *Absenteeism for employees with handicaps is greater than their non-handicapped co-workers.*	Turnover rates and absenteeism for employees with handicaps is relatively lower than their non-handicapped co-workers.

5. *Socially, non-handicapped employees will not accept co-workers with handicaps.*

When non-handicapped employees are properly prepared for co-workers with handicaps, little, if any, resistance occurs. It has been shown that workers with handicaps improve morale and are considered valuable workers by staff.

SUMMARY

The Special Education Vocational Education Program is a comprehensive and integrated program that assists students with special needs to develop vocational skills that will lead to successful job placement and retention. The program focuses on the individual student's skills and potential, as they relate to the specific work environment.

Job Development Specialists share the responsibility with employers in training special needs high school students to become competent and independent workers. The necessary support services to achieve this competence and independence are provided through a combination of vocational assessment services, employability skill training, job related basic skill training, on-the-job training, counseling, and regular follow-through services with on-site job development specialists.

S.E.V.E.P. has had extensive experience serving over 1500 students at approximately 200 job sites in the Tucson community since 1975. At no cost to the employer, S.E.V.E.P. students are trained for specific jobs and carefully monitored by a Job Development Specialist.

The program has an Advisory Board composed of representatives from local businesses, human resource and community-based service organizations, parents, post-secondary educational agencies, and S.E.V.E.P. personnel. The Board advises S.E.V.E.P. on program direction and helps to insure that the goals and objectives of the employers as well as the program are being met.

The employer assists the Job Development Specialist in evaluating the high school student's work performance. The student is evaluated on specific job skills, work habits and social interaction skills, as well as attitudes on the job.

S.E.V.E.P. addresses obstacles to competitive employment and social/community independence, for high school students with special needs. Job Development Specialists assist employers to train and judge students on their abilities and potential - not on their disabilities.

Research studies have indicated that ninety percent of high school students with special needs can complete high school programs and participate in competitive employment and independent living, if they are given adequate support services. S.E.V.E.P. personnel assist employers in making accommodations at the job site, if they are necessary. Accommodations include such things as writing more specific instructions, providing a longer orientation session, reassigning job duties, modifying work schedules, and adapting equipment.

Usually, few accommodations are needed to place the student on the job. The student comes to the employer with a willingness to learn new skills and is able to perform on the job as well as any high school student, if given the opportunity.

High school students with special needs have proven to be competent and reliable workers, when given adequate in-school support services and vocational preparation and then appropriately matched with jobs. The purpose of S.E.V.E.P. is to provide these services and preparation.

To be part of the competitive job market, increases anyone's self-esteem and feelings of accomplishment. A chance to participate with an employer for on-the -job training, allows high school students with special needs to become self -sufficient, tax-paying citizens.

Share this experience with high school students at Tucson Unified School District. Helping young people become employable is good business that benefits all of us. Make a contribution to your community by contacting:

Pat Treeful
798-2662
6606 East Lehigh Drive
Tucson, Arizona 85710

MAKE A DIFFERENCE!

APPENDIX

Acronyms
Vocational Terms
National Employment/Training Information
Informational Pamphlets Sources
Job Site Accommodation Assistance

ACRONYMS

ACTIVITY	Achieving Community Transition In Vocational Instruction Through the Thirteenth Year
BD	Behavior Disordered
CCTM	Continuous Comprehensive Transition Model
CP	Cerebral Palsy
COPD	Community Outreach Program for the Deaf
COPS	California Occupational Preference Survey
DD	Developmentally Disabled
DDD	Division of Developmental Disabilities
DES	Department of Economic Security
DOL	Department of Labor
DVR	Division of Vocational Rehabilitation
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
GATB	General Aptitude Test Battery
HH	Hearing Handicapped
IEP	Individual Education Program
IQ	Intelligence Quotient
ITP	Individual Transition Plan
IVEP	Individual Vocational Education Program
IWRP	Individualized Written Rehabilitation Plan
JEVS	Jewish Employment Vocational Service
JTPA	Job Training Partnership Act
LD	Learning Disabled
MD	Muscular Dystrophy
MH	Multiply Handicapped
MR	Mental Retardation
MS	Multiple Sclerosis
OCR	Office of Civil Rights
OJE	On-The-Job Evaluation
OJT	On-The-Job Training
PH	Physically Handicapped
PIC	Private Industry Council
PWI	Projects With Industry
SEVEP	Special Education Vocational Education Program
SSI	Supplemental Security Income
SWEP	Student Work Exploratory Program
TJTC	Targeted Jobs Tax Credit
TMH	Trainable Mentally Handicapped
VESPERS	Vocational Education, Special Education and Rehabilitation Services
VH	Visually Handicapped
WRIOT	Wide Range Interest Opinion Test

VOCATIONAL TERMS

ACTIVITIES OF DAILY LIVING: Activities necessary for an individual to function as independently as possible in his/her environment.

CARF CERTIFICATION: The Commission of Accreditation of Rehabilitation Facilities is a private nonprofit national accrediting group which reviews rehabilitation facilities and insures that they are meeting a predetermined group of minimum standards.

CAREER COUNSELING: An individual or group process of identifying a person's career interests by using a therapeutic counseling method.

CAREER EXPLORATION: The use of tests, simulated work, real work or actual work observation to better understand the requirements of certain jobs. This process can be applied to those jobs the individual is familiar with or jobs in which the individual has had no prior contact.

CHILD STUDY TEAM: A team consisting of the teacher, parent, student (if appropriate), evaluative personnel, and other non-school agencies (if appropriate). The purpose of this team is to develop the student's Individualized Educational Plan.

COMMENSURATE WAGES: The wage being paid to nonhandicapped workers in competitive employment who are performing a similar type of work.

COMMUNITY-BASED TRAINING: Specific skill training that takes place in the community where the actual skill is required.

COMPETITIVE EMPLOYMENT: A paid job within the community in which the worker does not require on-going support.

COMPETITIVE EMPLOYMENT WITH SUPPORT: A supported work approach to competitive employment emphasizes structured assistance in job placement and job site training. A job coordinator is available extensively for individualized 1:1 training and follow-up. A major focus of this model is helping individuals maintain their jobs.

CONSERVATORSHIP: A legal term to indicate that another person, usually a parent, has been given legal rights to make the decisions regarding another person's financial affairs.

DEINSTITUTIONALIZATION: The removal of handicapped individuals from large state operated hospitals or institutions to small community residential programs.

DEVELOPMENTALLY DISABLED: An individual who has a substantial functional limitation in any of the following categories: self care, receptive or expressive language, mobility, self direction, capacity for independent living, economic self-sufficiency, or infant at risk. These limitations must be evident before age 22.

DISABILITY: A functional limitation resulting from a physical or mental condition. A person with a disability does not necessarily imply that there is also a handicap. It is not until the disability impedes the person from achieving their maximum ability in a given area that it is then considered a handicap.

ENCLAVE IN INDUSTRY: With this approach, small groups of disabled individuals (less than six) are employed in business and industry under the daily supervision of a trained staff person. The enclave offers disabled clients who traditionally have been excluded from the employment services, the opportunity to work in a natural work environment such as business or industry. The sheltered enclave also offers a good opportunity for some severely disabled workers to eventually move into part-time or full-time competitive employment.

EXTENDED SHELTERED EMPLOYMENT (ESE): A long-term continuous supportive work environment usually within a sheltered workshop for those individuals who have been judged as not having the necessary skills or behaviors to be employed competitively in the community.

FOLLOW-UP: Systematic or routine support services offered to the individual who has been placed in a job in the community.

FUNCTIONAL SKILLS: Those skills required for competent performance in a specified environment.

GUARDIANSHIP: A legal term indicating that a person has complete control over another person's financial and personal affairs.

HABILITATION: The process of developing and improving skills and abilities that were not previously functional.

INDEPENDENT LIVING SKILLS: Those skills necessary to function within the community without the assistance of others.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP): A document prepared by the child study team that establishes the educational objectives that are to be achieved during the school year.

INDIVIDUAL TRANSITION PLAN (ITP): A document which reflects input from the parent, student, teacher, child study team, and appropriate adult service providers which outlines the methods to be used to prepare the special education student for post high school life.

INDIVIDUALIZED VOCATIONAL EDUCATION PLAN (IVEP): A document prepared by the vocational teacher, vocational counselor, administrator, parent, and counselor that specifies the student's current level of functioning, abilities, aptitudes, interests, work habits and needs and includes a goal(s) and objectives for the year.

INDIVIDUALLY WRITTEN REHABILITATION PLAN (IWRP): A written agreement between the Vocational Rehabilitation Counselor and the handicapped person outlining what services will be provided, who has the responsibility to provide the services, when the services will be provided, how the services will be provided, and the costs of services and who will pay for the services.

JOB ANALYSIS: The systematic study of a job including: what the worker does in relation to data people-things; the methodology and techniques employed; the machines, tools, equipment and work aids used; the materials, products, subject matter or services that result; and the traits required of the worker.

JOB CLUSTERS (WORK OR JOB FAMILIES): Related occupations grouped on the basis of similar job requirements, such as specific duties of the job, materials and equipment used, and skill, knowledge and worker characteristics required.

JOB MODIFICATION: This service provides assistance in adapting the work environment and the work duties.

JOB TRAINING PARTNERSHIP ACT (JTPA): A federal program administered by the state which provides vocational evaluation, career exploration, on-the-job training, vocational skills development, and job placement.

JOB TRYOUT: This is a placement used as an evaluation tool in which: 1) the individual receives wages; 2) the placement is primarily for the employer's benefit; 3) the individual is an employee, and 4) the setting is controlled by the employer. The individual may not succeed and is given further help if he does not.

LEISURE SKILLS: Those skills necessary to actively participate in both group and individual games, sports, or hobbies.

LIFE SKILLS: Training and participation in activities which allow an individual to increase his/her independence within the community.

MEDICAID: A state administered medical assistance program for those individuals who are 65 and older, blind, handicapped, eligible for Supplemental Security Income (SSI), or a recipient of Aid to Families with Dependent Children (AFDC).

MEDICARE: A federally administered medical assistance program for those individuals who are 65 or older, blind, or receiving Social Security Retirement benefits.

NORMALIZATION: The instruction and participation in services and activities that are performed or used by nonhandicapped persons.

ON-THE-JOB EVALUATION (OJE): This is an evaluation tool where an individual actually participates in the specific job requirements. The following characterize this type of evaluation: 1) an individual may not be paid; 2) it is for the individual's benefit; 3) it does not necessarily result in employment; 4) the employer does not receive any immediate gain; 5) the individual does not displace or fill vacant worker slots; and 6) the individual's performance may be supervised by the employer or evaluation staff.

ON-THE-JOB TRAINING: Training the individual in the required skills while actually on the job as opposed to training in a classroom or simulated work setting.

PIECE RATE: Paying the worker based on a set price for each piece or section completed correctly.

PRE-VOCATIONAL TRAINING: The training of those skills considered prerequisites to employment, such as paying attention to task, promptness of reporting to work, and co-worker relationships.

PROJECTS WITH INDUSTRY (PWI): The prearranged cooperative relationship with an industry or business that results in the training and placement of handicapped individuals into competitive employment.

RELATED VOCATIONAL INSTRUCTION: Basic math, reading, and/or science skills required of students and necessary for their foundation to support the occupational specific training occurring in the vocational education class or course.

REMUNERATIVE WORK: Actual contractual work in which the workers are paid for their production.

RESPITE CARE: The arrangement for temporary assistance within the home or temporary placement of the handicapped person in a licensed home for a limited amount of time.

SECTION 504 OF THE REHABILITATION ACT OF 1973: Section 504 of the Rehabilitation Act of 1973 provides that "no otherwise qualified handicapped individual... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

SHELTERED WORK: Wage generating work made possible by on-going support services.

SITUATIONAL ASSESSMENT: An assessment technique utilizing systematic observation in established or created environments. Examples include evaluation in a vocational training setting, job tryout, and on-the-job evaluation.

SOCIAL SECURITY DISABILITY INCOME (SSDI): Income received by a person who has been successfully employed but who has become disabled; the disabling condition will last longer than one year and will not allow the person to return to competitive employment.

SOCIAL SKILLS: Those skills necessary to appropriately engage in social activities both in the community and on the job.

SPECIAL EDUCATION: Individually designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

SUBMINIMUM WAGE: An hourly wage or piece rate that is less than the federally approved minimum wage.

SUBMINIMUM WAGE CERTIFICATE: A form requesting approval to pay a person less than the federal minimum wage. It is usually granted by the Federal Department of Labor but may also be granted by the State.

SUPPLEMENTAL SECURITY INCOME (SSI): Income received by an individual who has a diagnosed physical or mental handicap that renders him/her totally disabled and unable to financially care for himself or herself.

TARGETED JOBS TAX CREDITS (TJTC): An actual income tax credit given to an employer who hires a handicapped individual. The amount of the credit depends on the employer's tax bracket and the amount of wages earned by the handicapped worker.

TRANSITION: The transition from school to working life is an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations.
MAJOR COMPONENT OF THE TRANSITION PROCESS

HIGH SCHOOL ⟶ NO SPECIAL SERVICES
TIME LIMITED SERVICES
ONGOING SERVICES ⟶ EMPLOYMENT

UNEMPLOYMENT COMPENSATION: Wages paid to workers who have been laid off their jobs. The wages are based on the worker's prior wages and length of employment.

VOCATIONAL ASSESSMENT (INDIVIDUAL) The process of determining an individual's strengths and limitations that facilitate or interfere with vocational outcomes and using this information for developing proposals for vocational service plans. Major tools used in this process include: interviewing, behavior observation, psychometric testing, work samples and situational assessment.

VOCATIONAL EDUCATION: A school program that prepares a student for a specific vocational occupation.

VOCATIONAL EVALUATION: A systematic process of assessing a person's vocational skills, interests, aptitudes, and potential.

VOCATIONAL REHABILITATION: A process, consisting of a planned, orderly sequence of services related to the total needs of a handicapped individual, to bring about the vocational adjustment of that person.

WORK ACTIVITY CENTER: A long-term program usually associated with a sheltered workshop that develops the handicapped person's vocational, domestic, leisure, and community skills.

WORK ADJUSTMENT: A short-term program used to develop those skills necessary to be successful in a previously determined work setting.

WORK CREWS: A group of workers each of whom is being trained to perform similar types of tasks. The group of workers is usually assigned a particular task or group of tasks that make up an entire contract.

WORK EXPERIENCE: Work experience is the preparation of students for gainful employment. Emphasis is placed on development of appropriate work behavior and specific job skill training in conjunction with academic skill development and actual hands-on occupational experience.

WORK EXPOSURE: A limited involvement program which provides students at any grade level with an opportunity for formal observation of a career setting or settings. Student involvement may include visual observation, verbal interaction, and/or limited task observation in on-site situations. The observational exposure is provided in a community business or industrial environment as an integral part of the classroom instruction.

WORK SAMPLE: A work activity involving tasks, materials and tools that are identical or similar to those in an actual job or cluster of jobs. It is used to assess vocational interests and aptitude in that job area. A work sample could be any of the following: 1) an actual job moved into the evaluation unit; 2) a simulation of an actual operation; 3) a trait sample that assesses a single factor (e.g., dexterity); or 4) a cluster train sample that measures a group of traits.

WORK SUPPORT: On-going supervision or training for a handicapped worker in a paid community-based work setting.

WORKER TRAITS: Worker requirements in terms of aptitudes, education, vocational preparation, physical demands and personal traits.

INFORMATIONAL PAMPHLETS

Association for Retarded Citizens
National Employment & Training Program
1701 West Charleston, Suite 650
Las Vegas, Nevada 89102
Working Together With Employees with Mental Retardation. This Isn't Kindness...It's Good Business

E.I. DuPont de Nemours & Company, Inc.
Wilmington, DE 19898
The 1981 DuPont Survey of Employment of the Handicapped Equal to the Task.

Hireability Placement Campaign; 1984
1-800-328-9095
Hire the Handicapped. Your Parents Did

Labor Department of the Industrial
Commission of Arizona
1516 North Central Avenue
Phoenix, Arizona 85004
State of Arizona Child Employment Laws

National Association of Developmental Disabilities Councils and National Protection and Advocacy Systems
Frequently asked Questions about Hiring People Who Have Developmental Disabilities

National Restaurant Association
A. Philip Nelan, F.S.C.
311 First Street, N.E.
Washington, D.C. 20001 or (202) 638-6100.
Rehabilitation Agencies: Marketing for Placement

President's Committee on Employment
of People with Disabilities
1111 20th Street N. W.
Washington, D.C. 20210

Employer Guide; How to plan and Hold Meetings Which Include Disabled Attendees; President's Committee on Employment ofthe Handicapped; 1111 20th Street N.W., Washington, D.C. 20210, (phone # 1-202-653-55044).

Employer Guide; How to Successfully Supervise Employees With Disabilities; President's Committee on Employment of the Handicapped; 1111 20th Street N.W., Washington, D.C. 20210.

Employer Guide; Simple Steps to Job Accommodation;President's Committee on Employment ofHandicapped; 1111 20th Street N.W., Washington, D.C. 20210.

Employers are Asking . . . About Safety of Handicapped Workers When Emergencies Occur; The Worksite Committee of the President's Committee on Employment of the Handicapped; 1111 20th Street N.W., Washington, D.C. 20210.

Working With Handicapped Employees: Worksite Committee of the President's Committee on Employment of the Handicapped; 1111 20th Street N.W., Washington, D.C. 20210. ATTN: Inez Buchannan.

JAN Job Accommodation Network: A Service of the President's Committee on Employment of the Handicapped.

Supervising Handicapped Employees: Worksite Committee of the President's Committee on Employment of the Handicapped; 1111 20th Street N.W., Washington, D.C. 20210. ATTN: Inez Buchannan (phone # 1-202-653-5079).

People at Work: Neth Week; President's Committee on Employment of the Handicapped; 1111 20th Street N.W.,Washington, D.C. 20210., ATTN: Larry Bolin (phone # 1-202-653-5010).

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JOB SITE ACCOMMODATION ASSISTANCE

ABLE DATA, National Rehabilitation Information Center provides information on adapting the workplace for a small fee. 1-800-346-2742.

Association for Retarded Citizens, Working Together with Employees with Mental Retardation. ARC National Employment and Training Program, 1701 West Charleston, Suite 650, Las Vegas, Nevada 89102. Courage Center; 3915 Golden Valley Road.; Golden Valley, MN; free services for accommodations; 612-588-0811.

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